



GENERAL EDUCATION ANNUAL REPORT

Curriculum Committee 2018-2019

Abstract

Annual assessment of General Education Content Areas:
Fine Art and Communication Juried Assessment
completed Summer 2019 with reflection and comments
provided Academic year 2019-2020.

Respectfully submitted, Dr. Carrie McCray

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General Education Annual Assessment Report

Curriculum Committee

2018-2019

Overview/History of General Education

Starting in 2007, the General Education program began collecting data on the performance of students in those classes listed as “General Education.”

Students in classes that satisfied each of the ten general education classes were assessed on a three-year rotation: in the first year of rotation, three of the ten areas were assessed; in the next year, three other areas were assessed. In the third year, the remaining four areas were assessed, and the data collected through these methods was stored in our then assessment system, tk20.

Students’ work in general education classes was assessed in the following way: if a student was enrolled in a general education class in an area scheduled for assessment, artifacts (essays, portfolios, etc.) were collected of all students enrolled in the class. Those artifacts were then evaluated after the end of the semester using rubrics developed by faculty in those areas (in most cases, the assignments were evaluated by instructors before the end of the semester, and used in that manner as part of the grade for the class—the general education assessment, taking place after the end of the semester, had no direct effect on a student’s grade in the class, even in those cases where the assessors’ evaluation coincided with that of the instructor). It is the data collected by scoring with rubrics that was then stored. The data for the general education assessment is neutral to the course content, as it is assessed by a neutral member of the faculty.

The General Education program was restructured in the fall semester 2015 moving the content areas into four clusters to assist in the coordination of assessment and evaluation of the General Education program. The General Education assessment has moved to a 4-year cycle focusing on one cluster each year.

The university implemented a new assessment software Fall 2016 prompting the curriculum committee to hold on assessing the necessary content areas until a sufficient pool of samples within the new system was collected. Faculty began utilizing Via by Watermark in the fall 2016 and are required to have students upload an assignment each GE course through the Via software. At the end of the spring 2018 academic semester, the curriculum committee moved forward with assessing 2 of the 4 general education clusters. By the spring of 2019 the rotation was fully on track and assessment of the general education clusters is as planned on the map of assessment.

The Associate Dean of Academic Assessment audited the courses within the GE curriculum and determined which courses complied with the GE requirement of uploading an assignment (data provided). From the identified courses, random samples of student work were identified and pulled in order to create the Juried Assessment process in Via.

Following the Fall 2019 semester, Curriculum Committee invited Fine Art and Communication faculty to an assessment retreat. This was a new review model. During the retreat, faculty were prompted to complete a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis of their assessment data and rubrics. Overall, the new model was successful, and the committee plans to continue the retreat format with the following changes: Curriculum Committee will provide feedback and prompts for faculty to complete their responses to the SWOT analysis; and the committee will establish deadlines for completion.

General Education Purpose Statement

Approved April 5, 2016 Faculty Assembly

William Woods University strives to build upon student knowledge beyond their academic specialty areas. To supplement varied student goals and aspirations with core learning experiences, the University General Education curriculum engages all students in critical analysis, quantitative inquiry, creative expression, and substantive understanding of the relationships between individuals and societies. Accordingly, all undergraduate students must complete the required General Education credits in addition to the coursework for their respective majors.

Structural Changes to General Education (Fall 2015):

Critical Analysis: (9 credit hours) Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Creative Expression: (12 credit hours) Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Quantitative Inquiry: (10 credit hours) Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Society & the Individual: (12 credit hours) Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

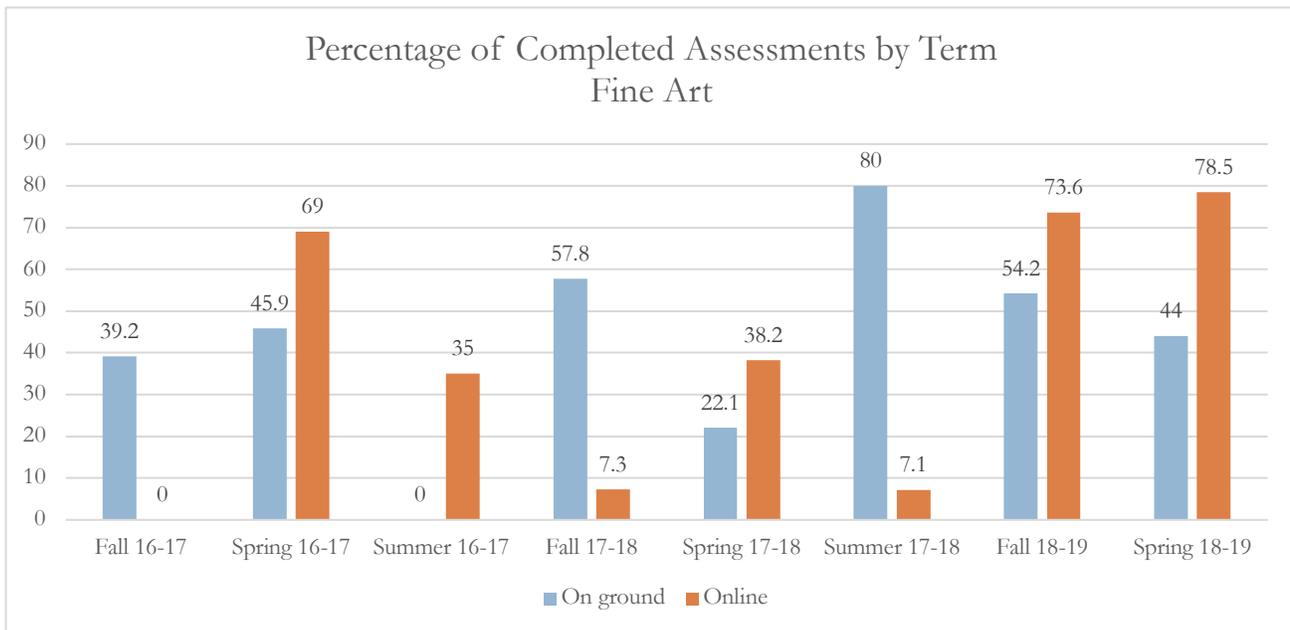
Current General Education Assessment Cycle
(updated beginning Fall 2016 to reflect new structure)

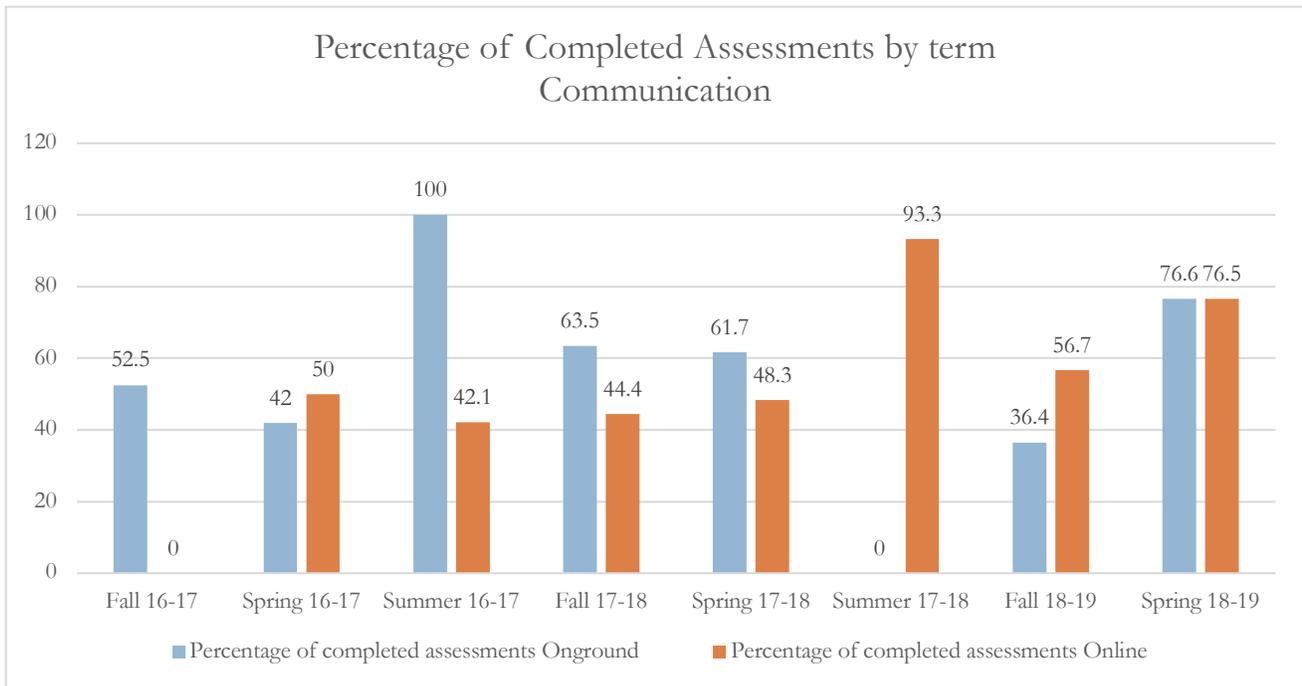
Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content				
Critical Thinking	Students will use the principles of logic to develop analytical and reasoning skills	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value Added scores on CLA Critical Thinking Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Ethical Reasoning	Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value added scores on CLA Analytic Reasoning Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Meaning	Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.	CLA Rubric developed by English faculty. Re-evaluated in spring 2013.	Value added scores on CLA Analytic Reasoning Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Society & the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.				
Social Science	Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.	Rubric Developed by Social Science Faculty. Revised Spring 2013	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022
Diversity	Students will solve problems through an analysis of quantitative relationships.	*NSSE Results Rubric Developed by Diversity Faculty. Revised spring 2013.	Results of NSSE dealing with Diversity Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022

Historical Perspective	Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.	Rubric developed by History Faculty (reevaluated spring 2013)	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2018 Spring 2022
Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms				
Communication (writing)	Students will transmit information effectively in written or spoken form.	Communication Rubric revised by COM and ENG faculty spring 2012	CLA Writing: Value Added scores Assess sample work determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2019 Spring 2023
(Oral)		Communication Rubric revised by COM and ENG faculty spring 2012	Assess sample work to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
Fine Arts: Creative and Aesthetic Sensibility	Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.	Rubric developed by Art Faculty and re-evaluated spring 2013.	Assess sample work from to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.				
Natural Science	Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.	Rubric Developed by Science Faculty. Revised Spring 2013	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024
Mathematics	Students will solve problems through an analysis of quantitative relationships.	Rubric developed by Math faculty and revised spring 2013	Assess sample work determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024

Demographic Data of Assessed Content (Data represent the past 6 semesters of collected data)

GE Area	Criterion	Students Registered	Student uploads	Assessed in Via
		On Ground/OLC	On Ground/OLC	On Ground/OLC
		Total	Total	
Fine Art	Knowledge of processes and techniques specific to disciplines in the arts.	621/317	531/181	310/120
	Knowledge and/or use of medium's standard structural components.			
	Ability to critique art through the use of appropriate vocabulary.			
	Demonstrates an understanding of visual and performing arts in historical context.			
Communication	Artifact evidences substantive content.	1207/253	975/130	657/122
	Artifact evidences effectual organization.	1460	1099	779
	Artifact evidences compelling style elements.			





- 16-17 Fall online assessment not yet created in Via
- 16-17 Summer, no on ground classes were offered

Limitations on the data:

- Not all data uploaded to the Via program was assessed by the Program faculty, so there are data pulled for Juried assessment not assessed by a faculty member in Via.
- Some content area data is concentrated by specific courses due to the limitation of variation within offerings online.
- Online was not set up in via until the summer of 2017, so there is no data for the fall and spring.
- Online classes are set up by administration and built into the course so there is not an option at this point for the data to be incomplete.
- Summer sessions transitioned in 2017 to focus on online coursework, so there is little to no data for on ground courses after 2017

Demographic Data per Content Area:

*Representative Sample –Data pulled from Jenzabar “General Education Enrollment Report 2016-2019”

General Education Area	Total Enrollment	% Withdrawn	% Fail	Different Courses offered	Total Classes offered
Fine Art (Campus) Total	621	1.6%	1.6%	30	69
Fine Art (On Line) Total	317	1.81%	1.49%	5	16
Communication (Campus) Total	1207	1.44%	2.26%	4	74
Communication (On Line) Total	253	1.71%	1.10%	3	19

Fine Art

Student Population Assessed N= 430

Student OLC N=50

Student on Campus N=50

Classes Used:

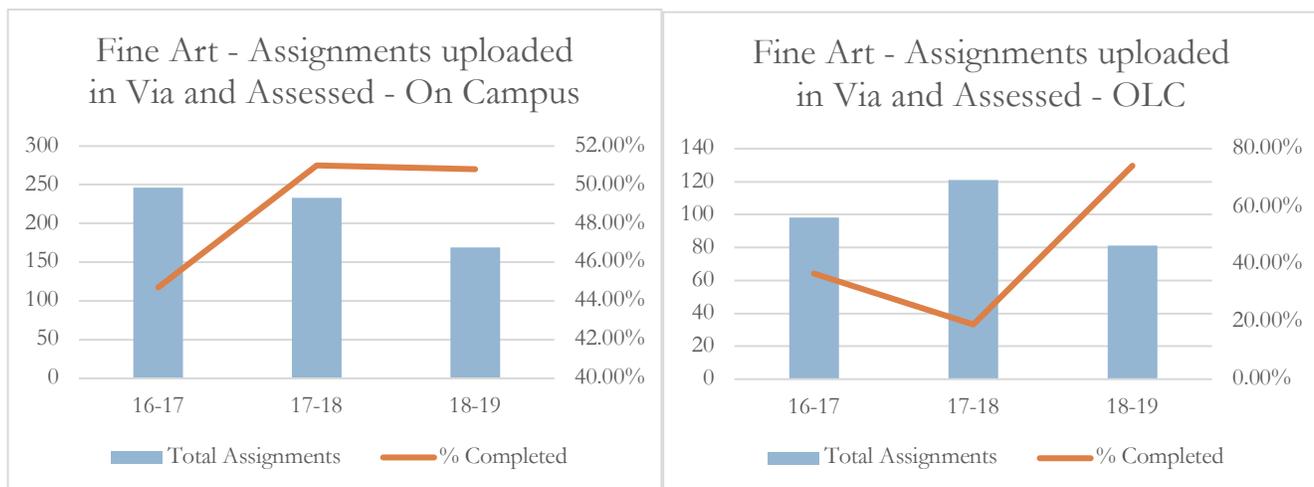
On Ground: ART 101 (F17); Art 105 (F16, SP17, F17, SP18, F18, SP19); ART 203 (F18); ART 206 (F16, F17, F18); ART 110 (F16, SP17, SP19); ART 115 (SP17, SP18, S19); ART 215 (F18); ART 230 (F18); ART 231 (SP19); ART 233 (SP19); ART 220 (SP17, F17, SP18); ART 222 (F16, SP17, F17, SP18, F18 , SP19); ART 223 (SP17); THA 110 (F17, F18); THA 126 (F17); THA 210 (SP17, F17, SP18) ; THA 231 (F16, SP18); THA 234 (F17); THA 240 (SP18); THA 255 (F16, F17); THA 250 (F17, F18) ; THA 362 (F16); THA 363 (SP 17); MUS 111 (F16); MUS 103 (F16, SP17)

OLC: ART 120 (SP18, SU18): ART 105 (F17, SP18, SU18, F18, SU18); MUS 103 (SP17, F17, SU18, F18); ART 238 (SU18)

Classes Missing Assignments:

Fall 2016 – ART 230, MUS 103 OLC

Spring 2017 – ART 231, MUS 101, THA 125, THA 211



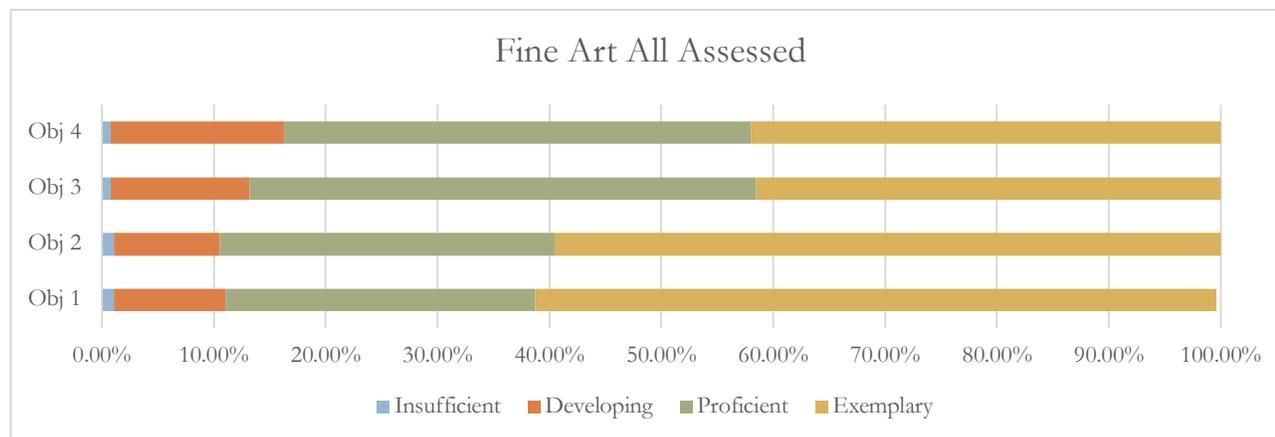
There are assignments loaded in VIA that were used in the sample that had not been reviewed by a faculty member. Some assignments were pulled from classes where none of the student work had been assessed by the faculty. Some GE assignments were not linked to the GE rubric, but implemented a GE assignment. The “All” data report chart is only reflective of the data that was assessed by the faculty in Via using the GE rubric.

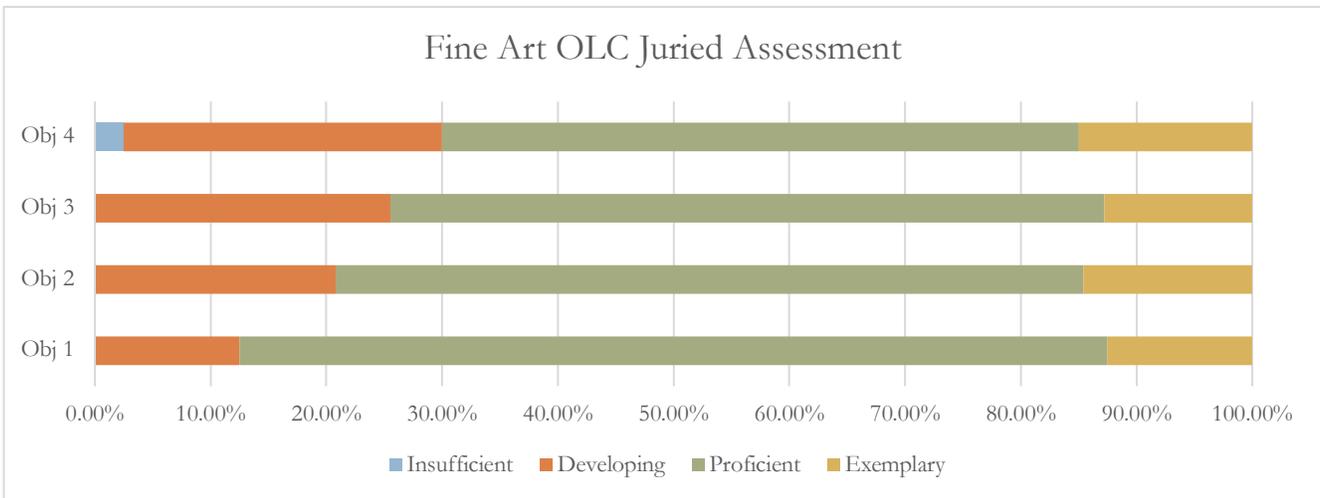
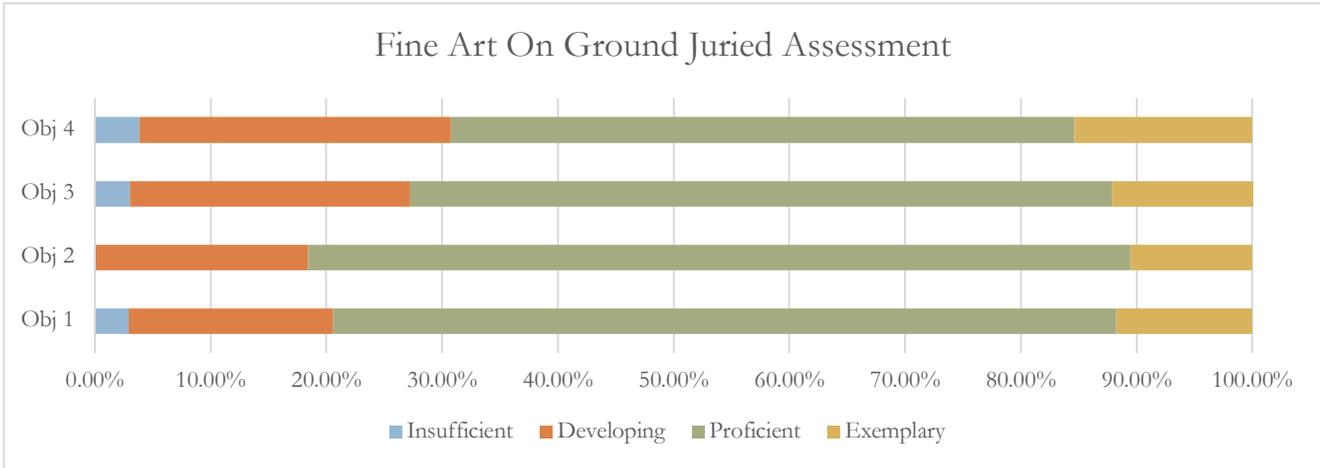
Fine Art – On Campus Demographic Data				
	Registered	Uploaded	Assessed	% Assessed
Fall 16-17	125	96	49	39.2%
Spring 16-17	157	121	79	50.3%
Summer 16-17	0	0	0	0%
Fall 17-18	151	114	90	59.6%
Spring 17-18	116	59	21	18.1%
Summer 17-18	10	8	8	80%
Fall 18-19	107	73	58	54.2%
Spring 18-19	84	60	37	44%

- 16-17 Summer, no on ground classes were offered

Fine Art – OLC Demographic Data				
	Registered	Uploaded	Assessed	% Assessed
Fall 16-17	38	2	0	0%
Spring 16-17	42	31	29	69%
Summer 16-17	20	11	7	35%
Fall 17-18	41	27	3	7.3%
Spring 17-18	47	37	18	38.2%
Summer 17-18	28	11	2	7.1%
Fall 18-19	38	28	28	73.6%
Spring 18-19	42	34	33	78.5%

Assessment Results:





Feedback from Juried Assessors:

I thought the process worked much better this time than it did the last time I did this, maybe two summers ago. I appreciated the assignment sheets, but also found it easier to connect the artifacts with the rubrics (the labeling was easier to understand) and I liked having all the online in one folder and all the on-ground in another. Nicely designed!

Where I ran into some problems were those artifacts where I couldn't see the objective addressed-- should I score this as NA or 1, showing a deficiency in the assignment or the student? This remains a problem, but when I could, I tried to compare to other artifacts that responded to the same assignment, or if possible, to think through whether it would make sense to address the objective in an assignment of this type. If I thought it should be included, I scored it as a 1. More often, I scored it as NA because it didn't seem like something that the assignment solicited (most often, this meant criteria 4, about historical context, was overlooked, though sometimes it meant that criteria 3, critique was missing as well).

Those are my general remarks, to sort of explain where my scores came from in general. More specific details follow-- I apologize for writing so much, but I thought it was better to be as clear as I could.

ON-GROUND

The basic design assignment-- a PowerPoint (presented as a pdf) with illustrations of different terms-- didn't allow students to respond to three out of the four criteria. The only one that was evident was criteria 2, and that was kind of a stretch to assess in this assignment.

Another artifact (#7), I'm not sure what class it was for, but it was a paragraph long description of an art work, without the art work present. The text, as presented, also failed to engage with most criteria. Though I can see how this assignment might do more to engage some of the criteria, this example did not. The "final service project" (#15) which might stem from the same class likewise didn't address the criteria in any way I could discern, though it did include the artwork where I could identify shape, form, weight, contrast, etc. But they were not addressed in the written component. Same goes for other similar assignments (#21, 23)-- some art elements are addressed, more or less, and some reflection on process (criteria 1 and 2), but not much more than that.

The beginning drawing assignment (ART 110) worked really well, in the artifacts I reviewed (#11, 17). Color and Light (#13) was good for criteria 1 and 2 (though didn't push students to engage more than one element of art). It was lacking in critique and especially historical awareness-- the critique (criteria 3) could be possible with this assignment, though students might need a little more prompting to get there; I'm not sure that historical awareness (criteria 4) can emerge organically from the assignment as it is written.

I'm not sure what assignment produced #19, but the essay about a fiber artist/ paper maker I reviewed addressed all components in what felt like a mostly natural way-- the history element was a bit of a stretch, but not too obvious.

Intro to Theater (THA assignments) responded to an assignment that addressed all the criteria except maybe the historical element, which was present in some, sort of, but not explicitly worked through very often. THA 7, 13, 15, 17 were links to YouTube videos that are not available anymore, so I think I marked them all as MA. I don't know what the original artifacts did or didn't include. The use of theater character sheets (11) didn't give an opportunity to address any criteria but the second. The Theater History 2 (THA 19) test didn't have an answer key, so I had to rely on my wits to determine what the right answers were.... It also lacked a clear opportunity to engage in critique (criteria 3). The "make-up worksheet" (THA 21) didn't give a lot to work with. The article critique (THA 23 and 25) engaged a little history and a little production, but mostly just to report what was in the article, and didn't have much else.

ONLINE

A variety of assignments-- art appreciation biographical essay (ART2) could have been a Wikipedia page where analysis was buried beneath detail. Some PowerPoint assignments (ART6, 8) are able to identify specific elements of process, art terms, and occasionally include historical context (criteria 1,2, and 4) though critique (criteria 3) seems underdeveloped.

Basic design assignment (ART10, 12, 14, 30) includes a piece of graphic design and a reflection, which allows opportunities to reflect on craft, components, and critique (criteria 1, 2 and 3), though maybe doesn't explicitly address historical context (criteria 4).

ART 28, like some in on-ground batch, contained only the art with no reflection, making it hard to identify the criteria; I marked all as NA, though maybe 1 would be more appropriate?

ART 300 assignment (ART 16) was just an image with no explicit reflection to guide what elements were there or not there. I marked all objectives as NA, though maybe scoring them all as 1 would be better? ART 18 included a second artifact, a short essay that addressed the criteria more directly, though historical context (criteria 4) was still unaddressed. Similar opportunities found in ART 20, 22, 24.

The Music appreciation essays (MUS 2, 4, 6, 8, 10, 12, 14, 16) give ample opportunity to address all criteria, including historical context.

Non-western art essay (ART 32) gave the student opportunities to include all relevant criteria, including critique and historical context. I think ART 34 also come from this same assignment, though it did not seem to be non-

western; it focused on western (American) dancers, but had many of the same elements as the assignment above, though it didn't really address historical context (criteria 4) in more than a glancing way. But I attribute that more to the student than the assignment?

Generally speaking, the Fine Arts assessment artifacts and assignments seem well-matched to the objectives they are designed to measure. Even though the range of classes and assignment types involved in this area are fairly diverse, the overall effectiveness of the Gen Ed assignments and attendant artifacts presented as strong and substantive. Many of these, in particular the assignments which produced detailed Power Point presentations and longer prose documents (in studio art, theater, and music, respectively), provided artifacts that were notably impressive.

There were a couple of exceptions to this, however, which indicate possible areas for tweaking.

First, all of the theater video artifacts which were linked to external sites such as YouTube did not work—the links would end up at defunct pages so that there were no artifacts to assess. I marked these “N/A.” I don’t know if this is an issue related to time constraints--i.e., the video artifacts are only available for so long before they are taken down--but if this Gen Ed assignment continues to allow for posting of artifacts on external sites, the cause should probably be investigated so that the artifacts are still available when juried assessment rolls around.

Also, a number of the studio art artifacts which offered photos of student artworks accompanied by very brief paragraphs discussing the artworks came across as perfunctory and underdeveloped, which made them difficult to assess relative to the objectives. The artworks in these assessment artifacts were very accomplished, but the written contextualization accompanying each artifact was more often than not lacking in depth and detail, so this particular Gen Ed assignment might benefit from a bit of revision.

Faculty Response:

VIA Assessment Cycle Discussion

Program : Fine Art

Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc. / Notes
Art 1	Assessment - The portfolio demonstrates a variety of processes and techniques.	Assessment - Without any description, it is challenging to discern how the assignment/student work evidence knowledge of processes and the "medium's standard structural components." There is no evidence of student ability to critique art or understand visual art in historical assignment from this portfolio.	Assessment - We will be revising the Fine Arts rubric for Gen Ed and will reevaluate the assignments used for assessment.	.
ART 10	Assessment -	Assessment - It is hard for me to separate the potential of this assignment to demonstrate competency in the Fine Arts gen ed area without a	Assessment - We will be revising the Fine Arts rubric for Gen Ed and will reevaluate the assignments used for assessment. I would like to see the on ground and	Assessment -

		<p>description, especially in that this assignment does not seem to be a strong example. From what I can gather, the assignment may have allowed for students to demonstrate strengths in connecting a concept to a visual, but I don't know that it otherwise meets any of the current rubric measures.</p> <p>Assessment - It is hard for me to separate the potential of this assignment to demonstrate competency in the Fine Arts gen ed area without a description, especially in that this assignment does not seem to be a strong example. From what I can gather, the assignment may have allowed for students to demonstrate strengths in connecting a concept to a visual, but I don't know that it otherwise meets any of the current rubric measures.</p>	<p>online sections of Basic Design align (at least for the Via assessment)...</p>	
ART 13	<p>Assessment - The student's reflection essay demonstrated "knowledge of processes and techniques specific to disciplines in the arts." This reflection included an image of the artwork, which demonstrated "use of medium's standard structural components." It was helpful in that the student wrote out the assigned questions, which they then answered. The artwork appears to fit the parameters of the assignment.</p>	<p>Assessment - The reflection essay was very thin on the "ability to critique art through the use of appropriate vocabulary" and did not demonstrate "an understanding of visual and performing arts in historical context."</p>	<p>Assessment - From what I can tell of the assignment, the questions could have been more specific, requiring deeper analysis on the part of the student.</p>	<p>Assessment -</p>
ART 24	<p>Assessment - The student's research paper sufficiently met the following Fine Art General Education components: #1. Knowledge of processes and techniques specific to disciplines in the arts. And #4. Demonstrates</p>	<p>Assessment - The paper touched on the following General Education Objectives: #2. Knowledge and/or use of medium's standard structural components. And</p>	<p>It appears that the assignment might have required that the student write about the "use of the medium's standard structural components" and "critique art through the use of appropriate</p>	<p>Assessment - In the future, I will make sure to provide a clear, detailed assignment that jurors can use in their assessment.</p>

	an understanding of visual and performing arts in historical context. They did this by describing the history and process of the Navajo Horsehair Raku technique.	#3. Ability to critique art through the use of appropriate vocabulary. These objectives could have been more developed in the paper.	vocabulary." But, perhaps more clarity within the assignment could have been helpful.	
ART 10	Assessment - The student's reflection essay showed an understanding and knowledge of the artistic process, medium used, visual language, and historical narrative of the medium.	Assessment - The reflection did not give a full account of the student's comprehensive understanding of all the elements and principles of design; it was selective.	Assessment- The description of the assignment should be very specific in order to meet the Fine Arts rubric. The revised Fine Arts rubric will allow for a comprehensive evaluation of the assignment.	Assessment -
ART 23	Assessment- The student created a landscape painting.	Assessment - The student's visual self-analysis did not account for an understanding and knowledge of the medium used, artistic concept and process, visual language, and historical narrative.	Assessment- The description of the assignment should be very specific in order to meet the Fine Arts rubric. The revised Fine Arts rubric will create the space for a comprehensive evaluation of the assignment.	Assessment -
ART 18	Assessment - Create business cards or postcards and write an essay explaining what student thought worked well and the challenges to production.	Assessment - The student's essay did reflect the process of making and the use of elements and principles of design, but did not provide historical context or more conceptual depth.	Assessment - The assignment should include requirements that the student provide more historical context and conceptual concerns.	Assessment - It is difficult to assess this fully since these are not my assignments and they did not come with descriptions of the requirements, so my assessment is largely speculative. The faculty will be revising the rubric for Fine Arts to better fit our vision of the program and I will be better able to assess these assignments in the future as they will be my own and will include exact requirements and items to be assessed.
ART 23	Assessment - Make a digital collage and write a short essay about the concept.	Assessment - This collage assignment does not stress the elements and principles of design	Assessment - The assignment should include requirements of elements and principles of	Assessment - It is difficult to assess this fully since these are not my assignments and

nor does it contain any relevance to historical context.

design and should require that students place their work in historical context.

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Communication

Student Population All N= 770

Student OLC N=50

Student On Campus N=50

Classes involved:

On Ground: COM 101 (F16, SP17, SU17, F17, SP18, SU18, F18, SP19); COM 105 (SP17, SP18, SP 19); COM 209 (F16); ENG 101(F16, SP17, F17, SP18, F18, SP19); ENG 102 (F16, SP17, F17, SP18, F18, SP19);

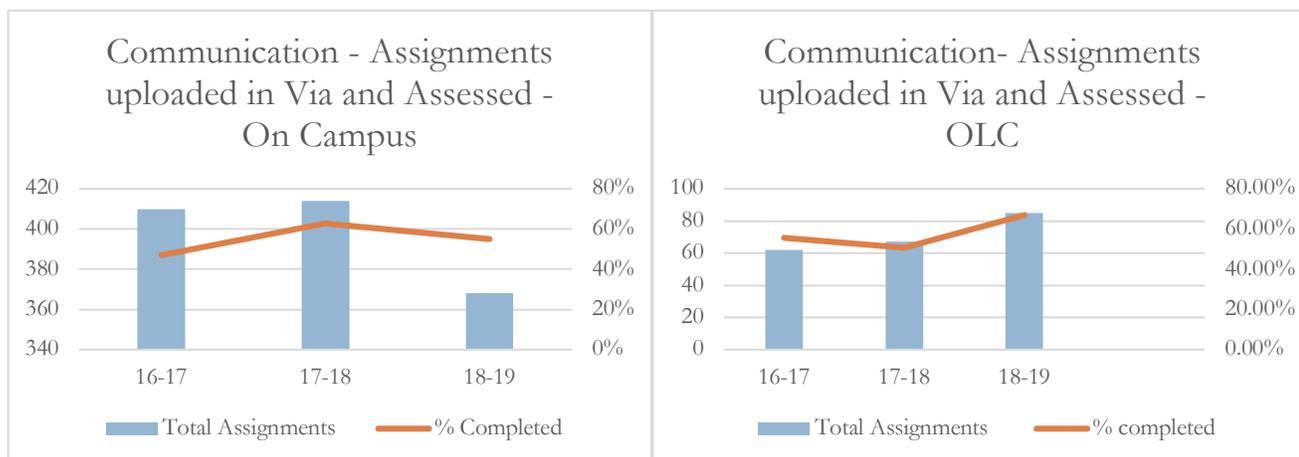
OLC: COM 101 (F16, SP17, SU17, F17, SP18, F18, SP19); ENG 101 (F16, SP17, 18, SP19); ENG 102 (F16, SP17, SU 17, F17, SP18, SU18, F18, SP19)

Classes Missing Assignments

Fall 2016 – ENG 102-02, COM 101 OLC, ENG 101 OLC, ENG 102 OLC

Spring 2018 – ENG 102-06,

Fall 2018 – ENG 101(MMA), ENG 101-05, COM-101-02, COM 101-03



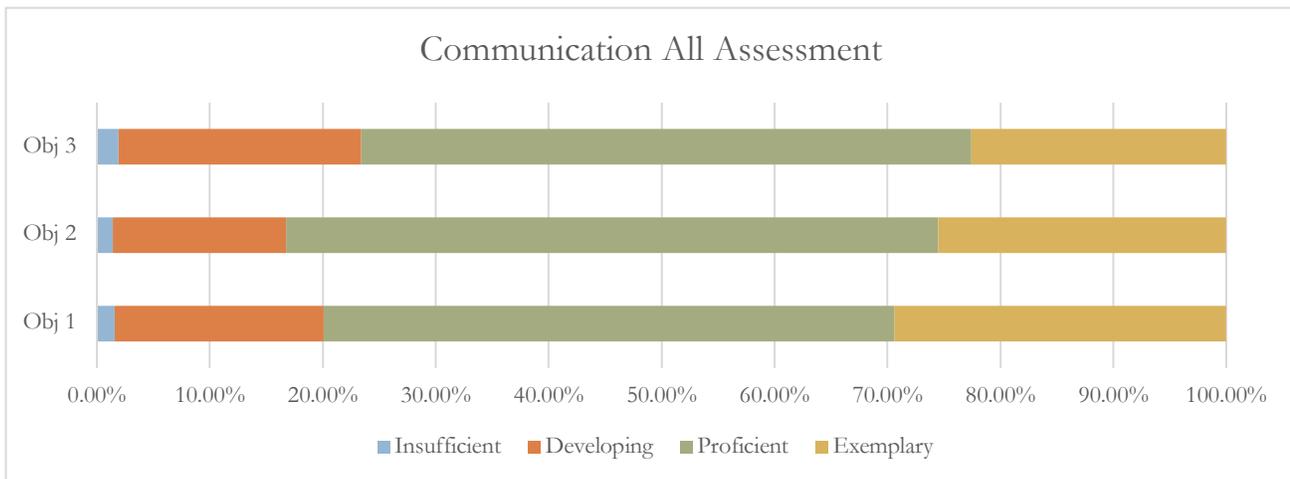
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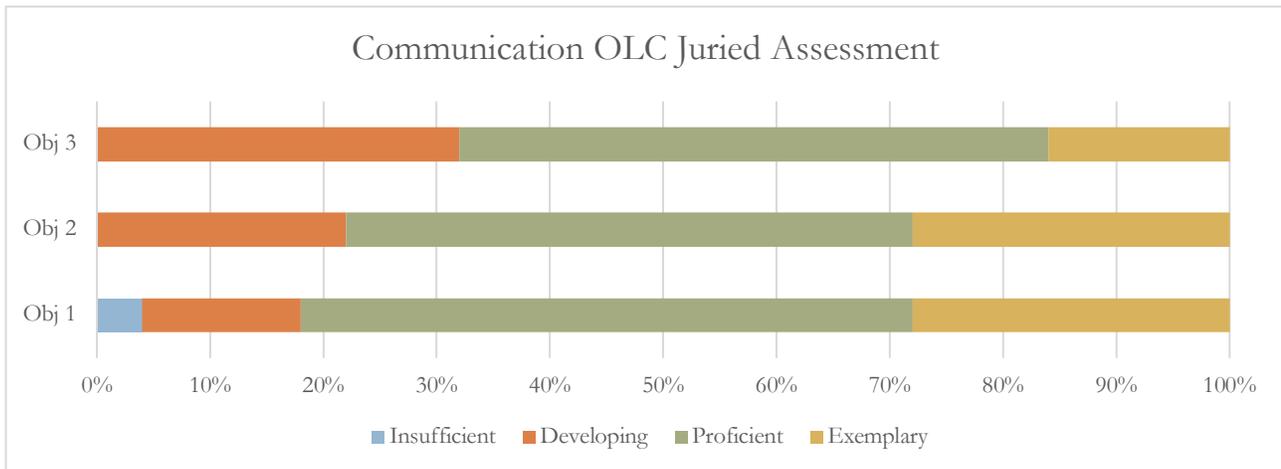
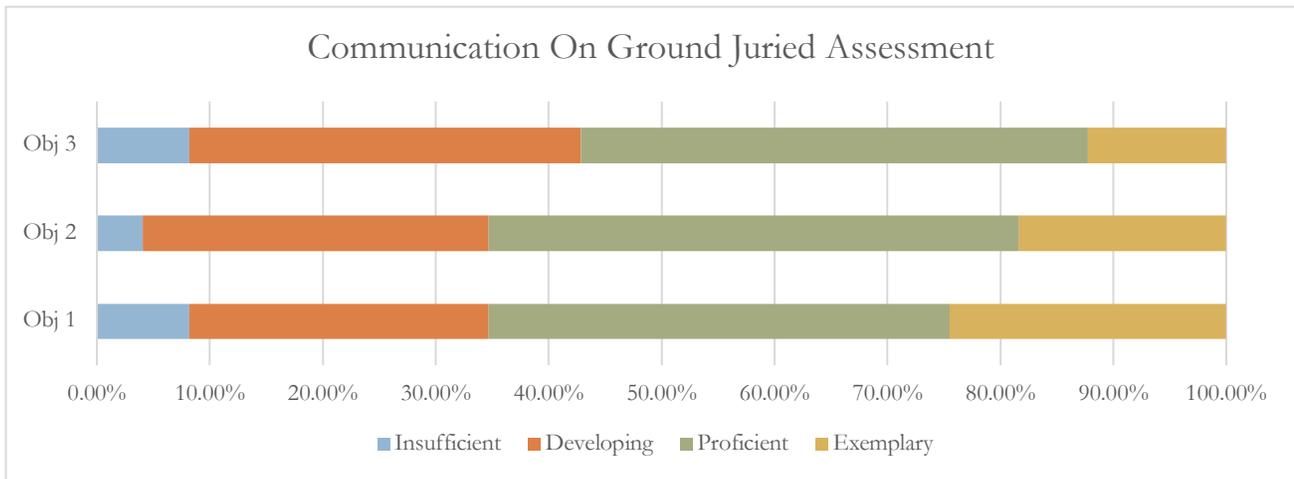
Communication – On Campus Demographic Data				
	Registered	Uploaded	Assessed	% Assessed
Fall 16-17	217	177	115	52.9%
Spring 16-17	194	140	77	39.6%
Summer 16-17	9	9	9	100%
Fall 17-18	234	212	148	63.2%
Spring 17-18	172	155	105	61%
Summer 17-18	8	7	7	87.5%
Fall 18-19	234	155	85	36.3%
Spring 18-19	134	120	118	88%

Communication – Online Demographic Data				
	Registered	Uploaded	Assessed	% Assessed
Fall 16-17	37	0	0	0%
Spring 16-17	39	21	16	41%
Summer 16-17	23	13	6	26%
Fall 17-18	27	12	12	44.4%
Spring 17-18	31	16	15	48.3 %
Summer 17-18	8	7	7	87.5%
Fall 18-19	37	25	21	56.7%
Spring 18-19	48	36	36	75%

- 16-17 Fall online assessment not yet created in Via

Assessment Data:





Juried Assessor Response:

Written

- Sarcasm is not a substitute for argument.
- Many of the papers have very casual style.
- Many of the papers casually dismiss opposing viewpoints as basically not worth discussing.
- In-text citations are missing in some articles despite having a works cited page.
- I'm slightly confused as to how persuasive this is supposed to be. Some are critiquing the article, and others are taking a strong stand. Likewise, how much support are they supposed to give?
- A lot of students are arguing with "logic" or "common sense" rather than with facts.
 - I'm not sure how acceptable this is without knowing the exact class or rubric.
- One of them, A9, isn't critiquing anything. It is mildly persuasive, but is mostly an informative paper about online dating.
- A11 is also not persuasive.
- A lot of the students don't do a good job of weaving quotes into their papers.
- Use of very casual language and slang is very common.
- B23 (and others) lack a clear thesis. I'm not sure the position this student is trying to argue.
- While I wouldn't necessarily expect the use of academic sources, using biased sources is too common.

Speeches

- Some of the speeches seemed more memorized than extemporaneous. This makes it seem like the speaker is performing rather than talking.
 - Some students seemed to be reading their speech.
- Passion can come across in a speech in a way that it can't in a paper. Some of the students do this well, others are very monotone.
- Many students lacked a clear conclusion. Introductions were more common, but were also not strong. What am I about to hear? Why should I care about what I just heard?
- Some speeches required more support/sources than others. That made it a bit hard to compare across the artifacts. In the more persuasive speeches, I wanted to see citations. In the job-focused ones, there was less (or no) need for sources. That may impact how the second element was assessed (see note below).
- Some of the on-ground students used PowerPoint. These were not overly useful (perhaps that was because it was hard to see on the video) because many of the students didn't refer to the slides.
- I can't hear Com18 enough to assess it.
- There were varying levels of casualness in the speeches. Some were very professional and others were very conversational. I'm not sure what the objective is. Is conversational acceptable?

Notes on Rubric

- The first two elements seem to have a considerable amount of overlap. For example, the first element has "source material" as a component, and the second has "support" as a component. In terms of the use of sources, I generally put that in the "support" in the second element.

Faculty Response:

VIA Assessment Cycle Discussion

Program : Communication

Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc. / Notes
#1 COM 3	<p>Assessment - The student's speech included problems and solutions. Speaking style was very conversational. This was an in-class speech but he recorded it at home, because his recording device's battery died during recording in class.</p> <p>Juried Assessors - Often, especially early in the cycle, artifacts were being scored by juried assessors, but not by instructors in VIA.</p>	<p>Assessment - Argument presented in speech was clear and convincing.</p> <p>Juried Assessors - N/A; some concern about how video speeches compared to speeches given live to a schoolroom audience-- are the experiences really parallel.</p>	<p>Assessment - We will make edits to 'source material' on rubric so that it is clear what is expected.</p> <p>Juried Assessors - Descriptions and expectations from students for speeches have been tweaked, to make the recorded speeches seem more extemporaneous.</p>	<p>Assessment - Mostly happy with results, both of students and assessments.</p> <p>Juried Assessors - No serious problems to report-- tweaks at the edges.</p>
#2 COM 14	<p>Assessment - Student included all required elements, but delivery was more memorized.</p>	<p>Assessment - Making it clear what is expected for delivery across all speech classes-- conversational, professional, etc.--is important so all speeches have the same expectations.</p>	<p>Assessment - Decide what delivery style is most effective and what the meaning is of each style.</p>	<p>Assessment -</p>
#3 COM 26	<p>Assessment - Strong conversational style. Couldn't see speech, could only hear it.</p>	<p>Assessment - Need to see the speaker. Speech seemed more of an introductory speech than persuasive.</p>	<p>Assessment - Need to see speaker as well as hear them.</p>	<p>Assessment -</p>
#4 ENG 1	<p>Assessment - Claims were well-supported with examples.</p>	<p>Assessment - Thesis was more opinion-based than argumentative.</p>	<p>Assessment -</p>	<p>Assessment -</p>

#5 ENG 25	Assessment - Strong argument, very clear. Claims were well-supported with examples.	Assessment -	Assessment -	Assessment -
#6 COM 3	Assessment - Good delivery	Assessment - Need to make expectations of workplace speech clear	Assessment - We replaced upload for OLC to persuasive speech instead of workplace. Workplace speech was taken out of course.	Assessment -
#7 COM 16	Assessment - Excellent thesis and argument. Convincing delivery.	Assessment - Spoke fast	Assessment -Have OLC students upload persuasive speech	Assessment -
#8 ENG 1	Assessment - Strong thesis statement	Assessment - Some formatting issues	Assessment -	Assessment -

Curriculum Committee Summary

The general education assessment held in the summer of 2019 covered the areas of Fine Art and Communication. The university implemented Via assessment software in the fall of 2016 and now that we have a full 3-years' worth of data in the system, we were able to complete a full cycle of data.

Faculty were asked to contact the Curriculum Committee if they were interested in serving as a juried assessor. The classes were audited for assessment and assignment upload before random selection was determined. The assignments chosen were determined through a random number process and truly represent a diverse section of assignments that make up each individual content area.

After the juried assessors reviewed and scored each assignment, faculty also submitted thoughts and recommendations to each content area. Those comments are provided under the data for each group. Some areas of concern for the Curriculum Committee are:

- Not all assignments are assessed by the content specialist within via so we do not have a complete data set for comparison
- Some content area data is concentrated by faculty and course due to limited offerings in modalities
- Lack of support to on campus adjuncts to set up Via and explain the GE process
- **Fine Art:** For the 2016-2019 enrollment report Fine Art on campus courses total thirty different offerings while Communication only totals four. Art faculty have revised their general education course offerings and reduced offerings by 10 courses total. Art faculty also reviewed the general education rubric for Fine Arts. Given that a number of art faculty have just joined the university, many of the assessment assignments will be revised moving forward.
- **Communication:** Overall faculty were satisfied with the assessment outcomes. However, faculty will be making a few revisions to assessment assignments.

Curriculum Committee is satisfied with the assessment retreat format to review general education assessment. As compared to previous years, the SWOT analysis facilitated better feedback from contributing faculty. However, the committee would like to improve the prompt to include a model of responses to better guide faculty. We also considered having the committee fill out the juried assessor strengths and weaknesses prior to the retreat. Going further, the committee believes in giving faculty a concrete deadline to complete their analysis and provide feedback.

The next round of General Education assessment will occur this May with review of Natural Science and Mathematics.

Respectfully Submitted,
Curriculum Committee

Faculty Voted to Accept XXXXX.

General Education Rubric – Fine Arts

Element	Insufficient	Developing	Proficient	Exemplary
Applies knowledge of processes and techniques specific to disciplines in the arts.	Fails to address all components, reflecting limited understanding with significant improvements needed.	Attempts to address all components, reflecting basic understanding with some improvements needed.	Sufficiently addresses all components, reflecting understanding but with minor improvements needed	Excels in addressing all components, reflecting well-developed understanding.
Demonstrates innovative and creative thinking to convey and/or interpret meaning.	Fails to address all components, reflecting limited understanding and creativity with significant improvements needed.	Attempts to address all components, reflecting basic understanding and creativity with some improvements needed.	Sufficiently addresses all components, reflecting understanding and creativity but with minor improvements needed	Excels in addressing all components, reflecting well-developed understanding and creativity.
Articulates an understanding of the creative process and the aesthetic principles that guide the arts.	Fails to address all components, reflecting and articulating limited understanding with significant improvements needed.	Attempts to address all components, reflecting and articulating basic understanding with some improvements needed.	Sufficiently addresses all components, reflecting and articulating understanding but with minor improvements needed	Excels in addressing all components, reflecting and articulating well-developed understanding.

General Education Courses

Art:

Basic Design Drawing I

Ceramics I

Introduction to Adobe Creative Cloud

Introduction to Photography

These were on our website for Theater and Music, so please correct if need be...

Theater General Education Courses:

Introduction to Theater Dance

Movement I Dance Movement II

Stage Combat

Survey of American Musical Theater

Acting I Basic Skills

Music General Education Courses:

Music Fundamentals Music

Appreciation Jazz, Pop, and Rock

Music History I

Music History II